

# Answers to Common MAP-A Questions

- 1) If students are taking the regular MAP tests get to test out of grade level, why don't MAP-A students?

**No students may be tested outside of their assigned grade level. DESE has provided a document to schools which gives information regarding how to assign a grade level to a student who does not have a grade level assigned.**

- 2) If it is an IEP team decision and we have two (2) students of equal need for taking the MAP-A, but only one (1) spot is left to meet the 1% rule, how do we decide which child gets to take it?

**All students who qualify for the MAP-A should be given the MAP-A. Districts who have more than 1% of the students in the grades being assessed participating in the MAP-A must be prepared to provide justification for exceeding the 1% participation rule for Special Education Compliance monitoring purposes.**

- 3) If a school district says a student is in a certain grade and that student attends a special school, not in the school district, and the special school says a different grade level, what do you do? Who determines the proper grade placement for student when the sending school and receiving school have different perceptions about the grade status of the student?

**For the purposes of assessment and data collection the following statements apply:**

- **If the district is a component school district of SSD, then the student becomes a student of SSD and is no longer the district's student. The SSD classification would stand.**
- **If a student attends a state school, then the student becomes a student of the state school and is no longer the district's student. The state school classification would stand.**
- **In any other situation it is the sending school that makes the determination.**

**There are many other instances where the school district has responsibilities to the student.**

- 4) How do you take data for MAP-A on a medically fragile student who is absent frequently? (i.e.: a week or so at a time).

**There are two collection periods. You collect data when the student is in attendance. If you provide homebound instruction it would be appropriate to collect the data during homebound instruction.**

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- 5) Why does the MAP-A not have a science and social studies element?

**MAP-A science is being developed and will be piloted in the spring of 2008 as a required alternate assessment. There are no plans to develop an alternate assessment in social studies.**

- 6) If a student is absent during one of the scoring periods due to health, how is scoring done?

**You would need to document the reason for the missing information and complete the rest of the collection periods. If providing homebound services to the student it may be possible and appropriate to collect data.**

- 7) If a student scores in the top two (2) quintiles for more than two (2) years, will the state then require this student to take the regular MAP, even though cognitive ability is still low?

**Eligibility for the MAP-A is not based on quintiles. It is the responsibility of the IEP team to determine MAP-A eligibility. MAP-A scores are not reported or measured as quintiles, but in the same achievement levels as MAP: below basic, basic, proficient, advanced.**

- 8) If a district contracts with a private agency for special services for a student that qualifies to take the MAP-A, which entity is responsible for those students?

**The scores need to be reported back to the public school district. The district needs to order the MAP-A for qualifying students. All coding must reflect the contracting public school district's information. The agency would have to conduct the MAP-A with the district's assistance.**